



FREE STARTER PACK · AGES 3-6

First Words

Teach your child to read their first word this week.



Six sounds



5 minutes a day



No screens



Seven short days. By Day 7 your child reads a whole tiny book - starring Pip the owl - and signs their own certificate.

Owl Village · We Learn Through Play!

The whole method, in one minute.

The one rule: say the sound, not the letter name.

Say /s/ (a soft hiss), not “ess”. Say /t/ (a quick tap), not “tuh”. Keep every sound crisp and short with no “uh” on the end. This one habit is what makes blending work - it is the difference between a child who blends and a child who guesses.

1

Learn a sound

Meet one new letter-sound. Say it, trace it, spot it around the house.

2

Blend it

Slide the sounds together slowly, then faster: “ssaat... sat!”

3

Build it

Make little words with your cut-out sound cards on the mat.

4

Read it

On Day 7, read a whole book - then sign the certificate.



You do not need to be a teacher

You need six sounds, five quiet minutes, and the rule above. Reading starts with sounds, not letter names - a child who knows the sound each letter makes can blend those sounds into words, and that first blended word is the moment it clicks. Do one page a day and stop while your child still wants more.

Barely any printing

Only **four pages** must be printed: the sound cards (page 04), the word mat (page 05), Pip’s story (page 13) and the certificate (page 14). **Print those at 100% (“Actual size”), not “Fit to page”,** so the cards match the mat. The daily lessons work straight from your phone - trace with a finger - or print them too for pencil tracing and checking the days off. Plain paper is fine; cardstock is nicer for the cards if you have it.

Your 7-day first-words week.

Five minutes a day. Days 1-5 add one or two sounds each; Days 6-7 turn them into words, sentences, and a tiny book.

Day 1 Meet /s/ and /a/

Say each sound. Trace it big in the air. Hunt for /s/ and /a/ things around the house.

build: the first two sounds

Day 2 Meet /t/ - first word!

Add /t/. Now blend slowly: /a/ /t/ ... at, then /s/ /a/ /t/ ... sat. Cheer the first whole word.

build: at · sat

Day 3 Meet /p/

Add /p/. Build on the mat. Three sounds, real words.

build: tap · pat · sap

Day 4 Meet /i/

Add the vowel /i/. The middle sound is the tricky one - go slow.

build: sit · sip · tip · pit · pip

Day 5 Meet /n/ - all six!

The last new sound. Now lots of words open up.

build: pin · tin · pan · tan · nap · nip

Day 6 Blend and build

No new sounds. Mix all six. Build words on the mat, then climb the word ladder.

build: climb the word ladder!

Day 7 Read Pip's First Nap 🎉

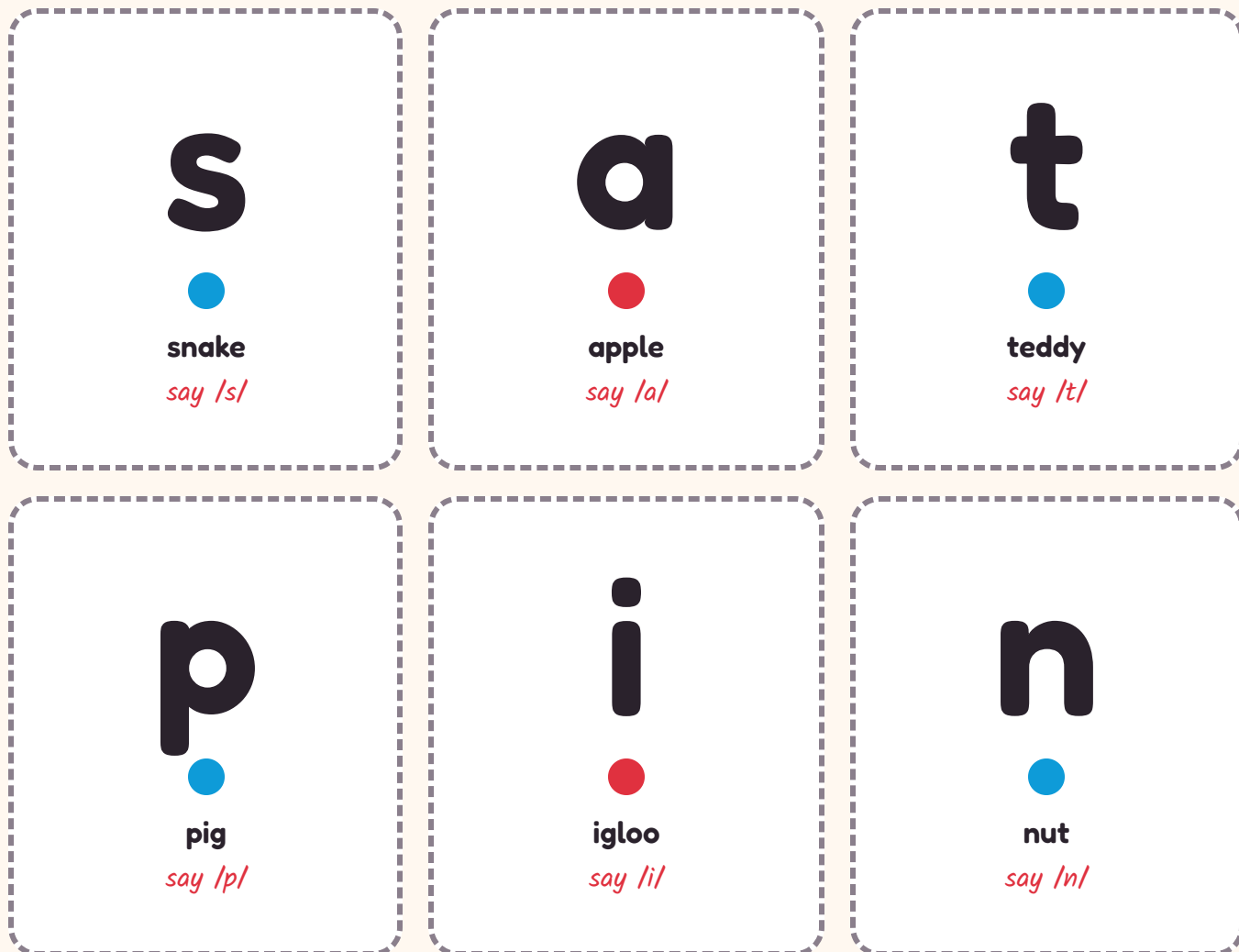
Read the little book together (page 13). Your child reads it - you cheer. Then fill in the "I Read My First Book" certificate on page 14.

today your child becomes a reader.



Your six sound cards.

Print this page, then cut along the dashed lines – the only cutting in the whole pack. Show a card, your child says its sound. Lay them in a row to build words.



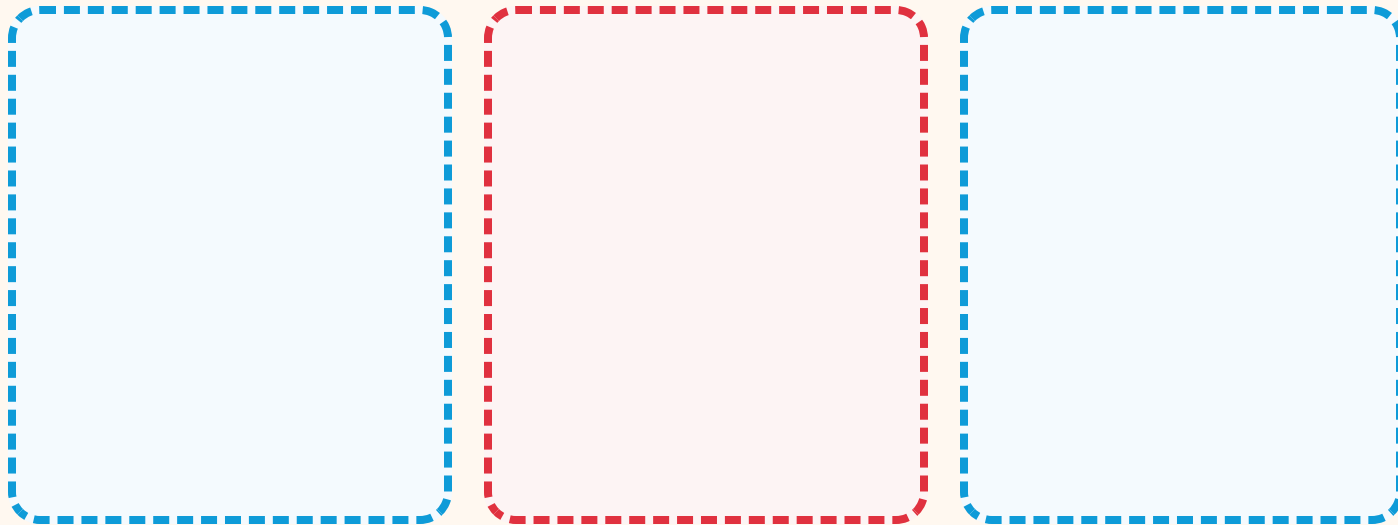
 **Red dots are vowels.** Every word you build in this pack has one red-dot sound (a, i) in it.

 **Blue dots are consonants.** Most words in this pack are blue-red-blue, like s + a + t.

 Cut on the dashed lines – cardstock works best, but paper is fine. Print at 100% (“Actual size”) and the cards drop straight into the word-mat boxes. Words like **pip** need two p’s – your spare **p** card is on the word-mat page.

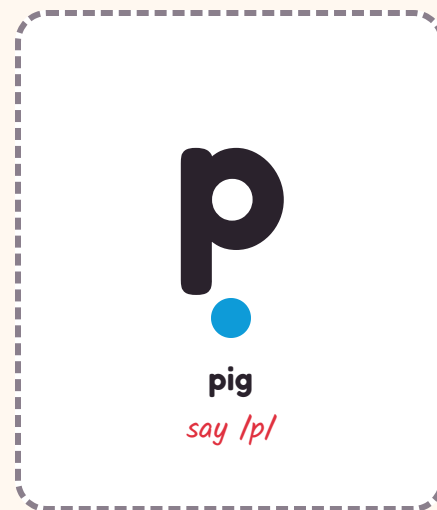
The word-building mat.

Print this page. Put one sound card in each box - they fit right in. Touch each box and say its sound. Then slide your finger along the arrow and push the sounds together. For a two-sound word like **at**, just use the middle and last box.



touch... touch... touch... then slide and blend!

Words to build this week



✂ Your spare **p** - words like **pip** need two!



/sss/

as in *snake*

/a/

as in *apple*

1 Say it

"This is /sss/, like a sssnake. Long and hissy. Your turn." Then: "This is /a/, like apple. Short and open. Not 'ay'."

2 Touch it

Trace the **s** curl with a finger, then a pencil, saying /sss/. Do the same for **a**.

3 Hunt it

"What can you hiss at like a snake?" Find something starting with /sss/, then /a/.

TRACE IT HERE - FINGER FIRST, THEN PENCIL



No words yet, and that is on purpose

With just /s/ and /a/ there is no word to build yet. Tomorrow you add /t/ and your child reads their very first word. Tell them that - the wait is half the magic.

If they get stuck

Letter name, or "uh" on the end? Model it once: "This letter shows /sss/. Your turn."

Cannot blend it? You slide and say it slowly first, then they copy you. **Show them - never make them guess.**



Stop here. Check today off. Finish while it is still fun - that is the whole secret.



/t/

as in *teddy*

1 Say it

"This is /t/, like **teddy**. A quick tap of the tongue. **Not 'tuh'.**"

2 Touch it

Trace **t** with a finger – down, then across – saying /t/ each time.

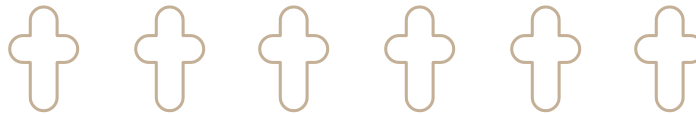
3 Hunt it

Find three /t/ things in this room.

4 Build it

Point under each sound, then slide your finger and push them together.

TRACE IT HERE - FINGER FIRST, THEN PENCIL



BUILD THESE TODAY



The big moment

s ... a ... t ... **sat!** That is your child reading a word. Stop and make a fuss of it – this is the moment it clicks.

If they get stuck

Letter name, or "uh" on the end? Model it once: "This letter shows /t/. Your turn."

Cannot blend it? You slide and say it slowly first, then they copy you. **Show them – never make them guess.**



Stop here. Check today off. Finish while it is still fun – that is the whole secret.



/p/

as in *pig*

1 Say it

"This is /p/, like **p**ig. A quick puff of the lips - hold your hand near your mouth and feel it puff. **Not** 'puh'."

2 Touch it

Trace **p** with a finger - down, then round - saying /p/.

3 Hunt it

Find three /p/ things in this room - a pan, a pillow, a pet. Puff a /p/ at each one.

4 Build it

Three sounds now. Same slide, same push.

TRACE IT HERE - FINGER FIRST, THEN PENCIL



BUILD THESE TODAY



If they get stuck

Letter name, or "uh" on the end? Model it once: "This letter shows /p/. Your turn."

Cannot blend it? You slide and say it slowly first, then they copy you. **Show them - never make them guess.**



Stop here. Check today off. Finish while it is still fun - that is the whole secret.



/i/

as in *igloo*

1 Say it

"This is /i/, like igloo. Short and quick. **Not 'eye'.**" Say /a/ then /i/ back to back and feel your mouth change shape.

2 Touch it

Trace **i** with a finger - down, then the dot on top - saying /i/.

3 Hunt it

Hunt for something you can sip from and something you can tip. Say **sip** and **tip** slowly - hear the /i/ hiding in the middle.

4 Build it

Vowels are the tricky middle sound. Go slowly on this one.

TRACE IT HERE - FINGER FIRST, THEN PENCIL



BUILD THESE TODAY

s i t

s i p

t i p

p i t

p i p

Say hello to Pip

Look at that last word - **pip**. That is the little owl your child reads about on Day 7. "You just read his name."

If they get stuck

Letter name, or "uh" on the end? Model it once: "This letter shows /i/. Your turn."

Cannot blend it? You slide and say it slowly first, then they copy you. **Show them - never make them guess.**



Stop here. Check today off. Finish while it is still fun - that is the whole secret.



/nnn/
as in *nut*



1 **Say it**

"This is /nnn/, like **nut**. Hum it, with your tongue behind your teeth. **Not 'nuh'.**"

2 **Touch it**

Trace **n** with a finger – down, up and over – humming /nnn/.

3 **Hunt it**

Find three /nnn/ things – a nut, a nap spot, your nose (hold it – the hum stops!).

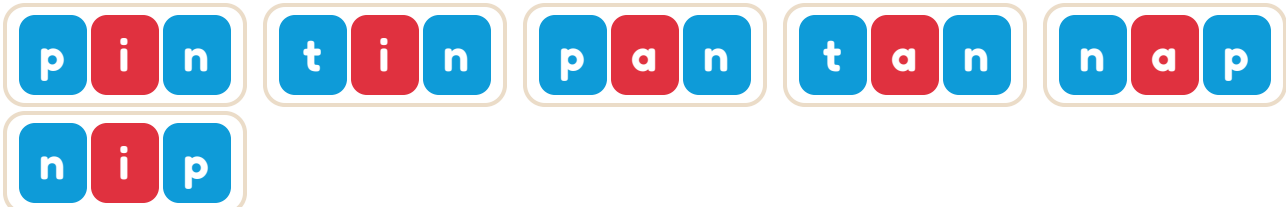
4 **Build it**

Six sounds known. Look how many words that opens up.

TRACE IT HERE - FINGER FIRST, THEN PENCIL



BUILD THESE TODAY



All six, done

Your child now knows **s a t p i n** – the six sounds that unlock more first words than any other six in English.

If they get stuck

Letter name, or "uh" on the end? Model it once: "This letter shows /nnn/. Your turn."

Cannot blend it? You slide and say it slowly first, then they copy you. **Show them – never make them guess.**



Stop here. Check today off. Finish while it is still fun – that is the whole secret.

1 Say it

No new sound today. Today is about getting quick and confident with the six you have.

2 Touch it

Lay all six cards out. Your child says each sound as fast as they can.

3 Race it

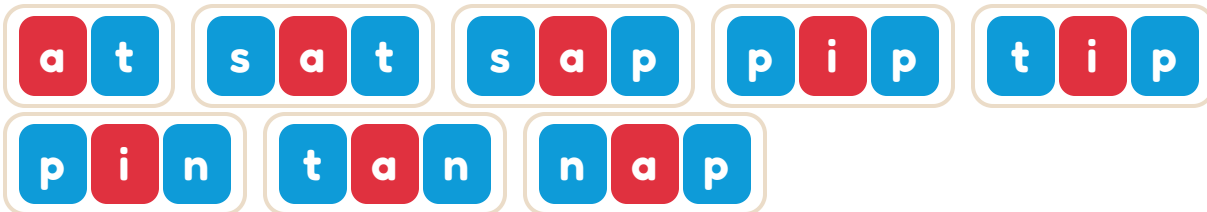
Mix the cards up and do it again. Make it a race against you.

4 Build it

Build each one on the mat and read it. Quick as you can.

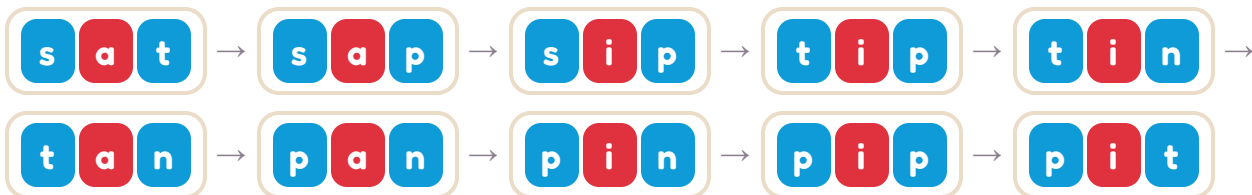


BUILD THESE TODAY



The word ladder

Change **one sound at a time** and read the new word. This is the single best thing you can do for a new reader.



That is exactly what **CVC Word Magic** does - swap one tile, make a new word.

If they get stuck

Letter name, or "uh" on the end? Model it once: "This letter shows its sound. I say it, you copy."

Cannot blend it? You slide and say it slowly first, then they copy you. **Show them - never make them guess.**



Stop here. Check today off. Finish while it is still fun - that is the whole secret.

1

Say it

Today your child reads whole sentences, then a whole little book.

2

Touch it

Slide each word first, then read the whole line together.

3

Point it

Point under every word as you go. Never let them guess from the picture.

**Your first sentences**

Every sound in these is one your child already knows. Longer words like **naps** are just nap with /s/ pushed on the end - the same slide, one more stop.

pip sat.**tap it.****pin it.****tip it in.****pip naps.****One tricky word: is**

The **s** in *is* goes lazy and says /z/. Just tell them this one, then read two more lines together:

it is.**pip is in it.**

The little word **a** is another one to simply tell them - it says "uh".

If they get stuck

Letter name, or "uh" on the end? Model it once: "This letter shows its sound. I say it, you copy."

Cannot blend it? You slide and say it slowly first, then they copy you. **Show them - never make them guess.**



Stop here. Check today off. Finish while it is still fun - that is the whole secret.

Pip's First Nap.

Every word here is built from the six sounds they have learned, except one little helper word. Point to each line and let *them* read it – your job is to wait and cheer.

1 **Pip sat.**

.....

2 **Pip taps a pan.**

.....

3 **Pip sips.**

.....

4 **A pin!**

.....

5 **Pip naps.**

.....

Zzz...



One word to simply tell them

The little word **a** says “uh” – just tell them that one. Every other word your child can sound out by themselves.

When they finish, turn the page and fill in the certificate together.

★ FIRST
BOOK

Owl Village proudly presents

I Read My First Book!

This certificate is awarded to

.....
for reading **Pip's First Nap** all by themselves.



Signed

Date

WHAT'S NEXT

Your child read a word. Here's the next step.

Six sounds was the spark. Here is how to turn it into real, confident reading - at your pace.

The hands-on next step

CVC Word Magic

The wooden toy

Your child loved building words on paper. CVC Word Magic turns it into a beautiful wooden, screen-free toy - 100+ first words they can build, slide, and blend with their hands. Same red-and-blue sound code as your cards.

- Real wooden letter tiles + sliding blending bar
- Montessori-inspired, made to last
- Free Extension Activities pack included

[See CVC Word Magic](#)

When they're ready for books

First Books Pack

\$19

Ten more decodable Pip stories that grow from first words into first digraphs (sh, ch, th), plus bridge activities and a reading-reward chart. The natural next rung after this pack.

- Ten decodable Owl Village mini-readers
- Bridge activity sheets + digraph cards
- \$14 for CVC Word Magic owners

[Get the First Books Pack](#)

Not sure where your child is?

Take the free 60-second "Is my child ready to read?" quiz and we'll point you to the exact next step - and send a new free printable each month.

[Take the free quiz](#)

